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ABSTRACT

This book addresses experientially and theoretically the nature of contemporary urban education, in terms of teaching and in the contexts of U.S. culture and teacher education. Much of it is derived from classroom experience as an inner-city classroom teacher. Chapter 1, "Connecting Inner Cities and Urban Schools: Racism's 'Slippery Slope,'" introduces the inner-city school as an institution and explores the aggregation of minorities in cities. Chapter 2, "When and Where They Enter: Going to School in Urban America," discusses the conditions and forces that distinguish the urban school and introduces approaches to curricula and pedagogical styles suitable for the urban school. Chapter 3, "Teaching in an Urban School: A Personal Narrative," explores one teacher's experiences in a predominantly African American middle school in Los Angeles (California) and shows the assumptions and practices discussed earlier in a real setting. In chapter 4, "Multicultural Education: Maintaining the Borders in Inner-City Schools," current reforms in education are analyzed as they apply to urban schools. Chapter 5, "A Vested Interest in Failure: Teacher Preparation and Inner-City Schools," moves to a discussion of formal teacher education and its attention to the minority student. Chapter 6, "The Search for New Connections," then presents an examination of the links that should exist between teacher education, multicultural education, and urban schools. (Contains 200 references.) (SLD)

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